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THE ADMINISTRATION OF LIBRARY INSTRUCTIONAL SERVICES IN THE COMMUNITY COLLEGE, HIGHLIGHTS OF A CONFERENCE (WAYNE STATE UNIVERSITY, NOVEMBER 19-20, 1965). NOVEMBER 19-20, 1965).

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FOUR MAJOR TOPICS PROVIDED THE EMPHASIS OF THIS CONFERENCE FOR REPRESENTATIVES OF MICHIGAN COMMUNITY COLLEGES--(1) DIFFUSION OF INNOVATION FROM ITS SOURCES TO THOSE WHO MAKE MAXIMUM USE OR ADAPTATION OF ITS POSSIBILITIES, (2) CENTRALIZED LIBRARY SERVICES IN MULTICAMPUS DISTRICTS, (3) AVAILABILITY AND USE OF LEARNING RESOURCES IN THE DISCIPLINES AND TECHNOLOGIES, AND (4) PLANNING FOR THE LIBRARY IN THE NEW COMMUNITY COLLEGE. PAPERS PRESENTED AT THE CONFERENCE AND RECORDS OF THE DISCUSSION SESSIONS ARE INCLUDED IN THIS REPORT. (WO)

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A Conference On

The Administration Of Library

Instructional Services In The Community

College

JC 670 016

The Administration Of Library

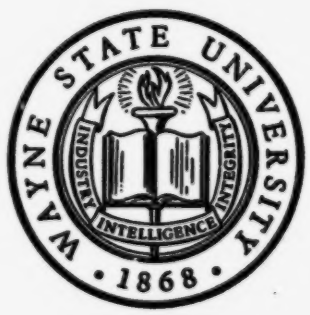
Instructional Services In The Community

College

Highlights of the November 19, 20

1965

Conference



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Charles Alexander, editor

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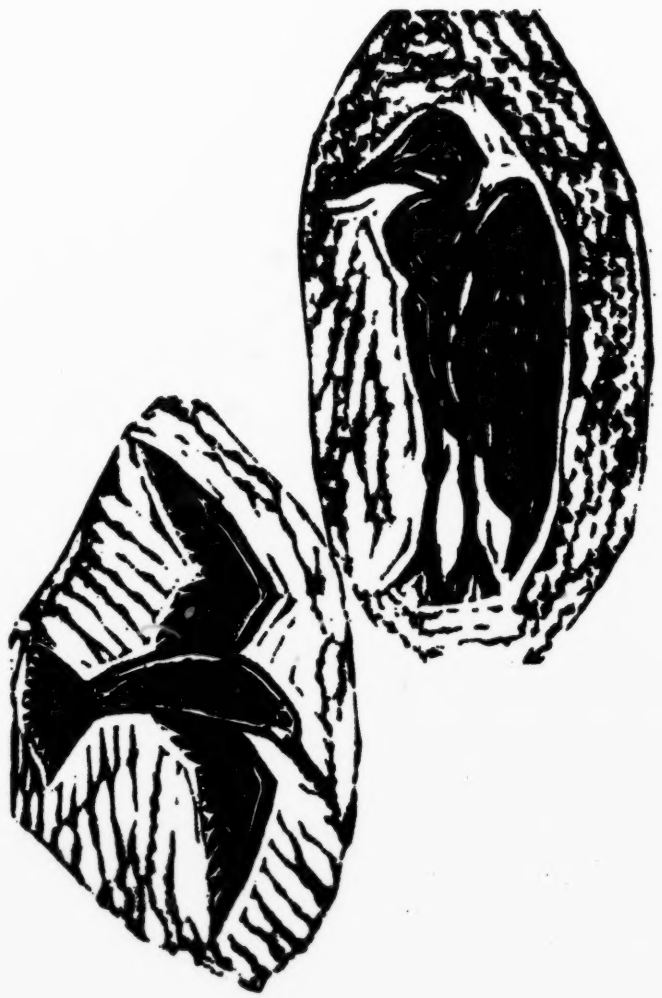
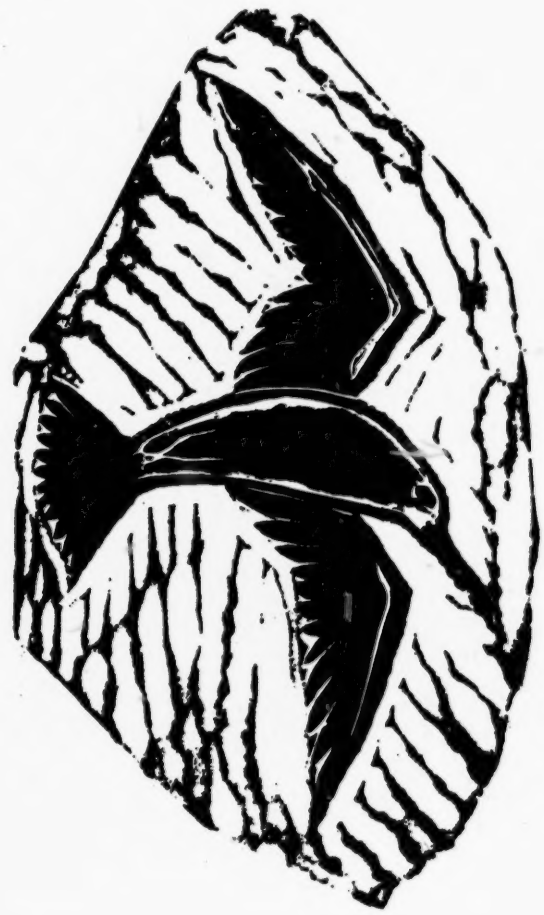


THE WHOLE PHILOSOPHY OF LIBRARIANSHIP IS ONE OF BOOKS AND PEOPLE, BUT MOST IMPORTANTLY ONE OF SERVICE.



Welcome . . .

On behalf of Wayne State University let me extend a warm welcome to you. As always, it is a pleasure to meet with those of you in the community college field. Yours is an area with a bright future in higher education. Across the nation community colleges are flourishing. It is our hope more shall thrive in Detroit and its environs.

For some time, we at Wayne State University have been aware of the dynamic impact of community colleges in large metropolitan areas. Through our own Institute for Research, we have been apprised of community college growth and the numbers they reach. We know it as factual that community colleges have a very special way of stimulating interest in higher education in general, a special way of reaching young people—and some who are not—who in the past have lacked such educational opportunities.

Some people have hastily predicted community college growth within the metropolitan area will usher in a decline of university concern for and responsibility to students at the junior college level. We at Wayne State University are confident such is not to be the case. Much more realistic is our view that a mutually beneficial relationship between large universities and community colleges is beginning to exist. We foresee a healthy exchange of information and solutions to our like problems. This conference is an example of such an exchange.

To those of you in library science and library operations, I want to say that all of us, we here at the University and those of you in the community colleges, can profit from these kinds of endeavors. Let me close my welcome by inviting us to work closer and develop those cooperative relationships which work to our mutual advantage.

Winfred A. Harbison,
Vice President for
Academic Administration

The Challenge We Face . . .

Today the community college library is coming into its own. As never before, it is being called upon to provide diverse instructional services and to take a more active role in faculty-student commitments. Gone are the days when the librarian was thought of as an auxiliary who saw to it books got back to their proper shelves and overdue fines were collected. Today he is a necessary and equal partner in a vital and growing educational team. This, of course, is how it should be.

The challenge we face is beneficial because, first of all, it is being enthusiastically responded to and, secondly, it has helped to bring into sharper focus shortcomings we had been only vaguely aware of.

This conference was called to discuss some of the more pressing problems and solutions we, individually and collectively, have been called upon to effect. As administrators, faculty members, and librarians, it is imperative we find and share means by which we can best enhance cooperation between the various community college departments, the library, and the libraries within our district.

Equally important is the sharing of new innovations, new equipment utilized, new techniques developed, as means to revitalizing the library and its services. We are all involved in this challenge because ultimately it involves our students and the greater challenge they face: to make a viable place for themselves and others in, at least, our part of the world.

Sigurd Rislov,
Conference Coordinator

Conference Speakers

Avoid the vivid portrayal of the trivial. Problems in curriculum can not be solved through universal adoption of any textbook, any more than through the purchase of badly programmed hardware. We need substance; we need style in the development of all of our learning aids.

Diffusion Of Innovation

In The Community College

Robert E. Booth,
Wayne State University

Recently it occurred to us in the Wayne State University Library Science Department that, as a department, the time had come to do something with and for community college libraries in Michigan. The count of community colleges in the state is now up to 25, and there are in excess of 700 such colleges in the United States. Each of these community colleges has a library. In our department libraries are our business.

Dr. Harbison spoke of the cooperation between Wayne State and community colleges. But, more specifically, there is another type of cooperation at Wayne: cooperation within the College of Education, and within the different colleges and schools of the University. More and more we are realizing the great need for using the total resources of the University. This conference is certainly not a conference the library science department could have initiated unaided. No single department could have done it. This is a cooperative venture involving two departments within the College of Education; yet, it is also an inter-college activity, because we have representatives from other colleges and schools in the University with us. Having indicated very briefly how we happened to call this conference, I wish to move to my topic, "The Diffusion of Innovation and the Community College."

In the packet of materials distributed at the conference registration desk there was a brief reading list. [*See page 41*] It is my hope some of the titles will be new to you and will lead you to some rather adventuresome reading and study.

A new spirit exists in education today, a spirit which could step up the rate of innovation in many of our schools and colleges. A new set of attitudes is present among many administrators, faculty members, and students.

Attitudes are major factors in determining the rate of diffusion of an innovation. Scholars in many disciplines study diffusion, but, as Everett Rogers[1] points out, there has been little diffusion among the disciplines. Rogers, who came from the field of rural sociology, appears to be the first researcher to have tried to single out common threads which run through all of the research traditions on the diffusion of innovation.

Rogers identifies four elements in his analysis of the diffusion process: (1) the innovation itself, (2) communication of the innovation from individual to individual, (3) communication of the innovation within a social system, and (4) communication of the innovation that occurs over a duration of time. This may sound somewhat familiar to you, if you know Laswell's description of all communication research. Laswell's considerations are directed to who says what, through what channels, to whom, and with what results. Considering both Rogers and Laswell, one may say that innovation is an idea conceived as new to the individual. Thus, innovation in education might be the community college itself, as a form, or as an institution. Other innovations in education which might be singled out are team teaching, audio-tutorial methods, programmed instruction, and curriculum changes of almost any type.

Having defined innovation we turn to diffusion. Diffusion may be defined as the process by which innovation spreads from its sources of invention to those who make maximum use or adaptation of its (innovation) possibilities.

Roger's third point—the social system—may be defined for our purposes as a population of individuals functionally differentiated and engaged in problem solving behavior. Turning to Roger's last consideration—time—we may treat the topic this way: time is concerned with adoption process by one individual. Adoption is the decision to continue full use of an innovation. The question of time as it pertains to adoption of innovation in the field of education has been studied very carefully by Paul Mort and a group of researchers at Columbia Teachers College.

Mort, working in the late 40s and early 50s, made the observation that it takes almost 50 years for an innovation to be adopted in the field of education. Today, education is concerned with change as never before. Witness the massive federal legislation and the fantastic sums of money available for education, available for libraries. Further evidence of interest,

[1]Everett M. Rogers. *The Diffusion of Innovations* (New York: The Free Press of Glencoe, 1962), p. 6.

change and innovation in the field of education can be seen in the activity presently going on at Ohio State University.

A group under the leadership of Professor Virgil Blanke, at the School of Education at Ohio State gathered to plan a conference on strategies for educational change. In September, 1965, they issued volume one, number one of *Strategies for Educational Change Newsletter*. A second issue of this newsletter has since appeared. How many people have seen either issue?

There was a conference held in November, 1965, in New York, cosponsored by Ohio State and the United States Office of Education. This conference was limited to 30 participants. The theme was "Strategies for Educational Change." How many of us knew anything about it?

What I am stressing in pointing out the existence of a newsletter, the Ohio State group and its conferences, is that we can and should avail ourselves of their findings on educational change which will be published in the early months of 1966.

Our response to change in education, I am sure, will be affected by two explosions, both familiar to you—population and education. Possibly you haven't heard of a third—the information explosion. There are some of us in the country who are convinced the use of existing information is as important as the discovery of new information.

There are several massive efforts in the field of information storage and retrieval, one of which will have very direct implications on the field of education. Within the Office of Education in Washington, D.C., there is a project operating under the acronym of ERIC—Educational Research Information Center. Information on project ERIC is just beginning to come out. I believe one of the first releases appeared only as recently as September, 1965. In that release it was proposed that project ERIC operate out of Washington; that ERIC utilize and process information on educational research in such a manner that persons or organizations with specific questions or problems in educational research can get help from this centralized operation; and that ERIC make use of sophisticated media for the storage of information, and, hopefully, at the proper stage, sophisticated equipment and techniques for retrieval.

Putting something into storage is one thing, getting it out is another. We have all been in the position of putting something away in our homes or offices. When we need it, many times its location is not subject to recall. I imagine at this conference there is a handful of people concerned with the problem of information retrieval.

In addition to project ERIC, which is just beginning to get underway, there are several successful and ongoing efforts in the field of information retrieval. The National Aeronautics and Space Administration has done magnificient things in the field of aerospace information. The people in NASA are concerned with the diffusion of innovation, if you wish.

To explain what I mean by moving information from the aerospace field to non-aerospace industry, let me use a rather homely example. What is there about the design of a sealing device used on a space capsule door or porthole that might be useful to the manufacturer of cornpoppers or automobiles? CAST (This University's Center for Application of Sciences and Technology) as an organization working with innovation and diffusion, seeks to help industry find new applications for NASA products, processes and materials.

Besides ERIC, NASA and CAST, other organizations may be mentioned. Project MEDLARS, working through the National Library of Medicine, is currently in operation. Through MEDLARS, those working in the fields of medical research now have access to medical information in ways completely different from those they had been accustomed to some time ago. This is also true of work engaged in by outstanding professional societies—the American Chemical Society, the American Society for Metals—the work of government agencies—the Departments of Defense and Commerce—to cite only a few. With regard to the latter, there is legislation pending which may have implications for college libraries. This is the *State Technical Services Act*, an Act through which, it is visualized, there will be a national network of scientific and technical information centers concerned with the diffusion of information and, on a lesser scale, innovation.

I caution those of you in community college librarianship not to expect too much in the way of information retrieval in your local community college library. Perhaps the most successful way to plan a program is to have that program operation on a national level, either through a major professional society or a major governmental agency. There is a danger much misinformation is being spread by people who think in terms of a little black box with a buttom marked ALL, and all the information you need will somehow come out. It just isn't so.

A book published almost 30 years ago, ***Vitalizing the College Library*** by B. Lamar Johnson,[2] deserves rereading by college librarians, faculty, and administrators. In 1939, Johnson observed that books are a constant and a natural part of the student's environment. For Johnson the concept of library materials includes not only books but periodicals, other printed materials, pictures, films, and phonograph records. In 1939, those were the only media. Had Johnson been writing today, he could add to this list the single concept "film": video tape, audio tape, or recorded information in any format.

For many of us in librarianship, the particular format of the media is one of the least things with which to be concerned. The format is insignificant. In librarianship and information handling, we are concerned with information in any form. Thirty years ago, Johnson was talking about an instructional materials center. He did not call it that; and we do not call it that today. We can call it a learning resources center, a learning materials center—it does not matter what we call it; the terminology is likely to change tomorrow, next month, next year. Terminology may change but the concepts are the same. Through these concepts we can innovate; we can diffuse innovations.

Jerome Bruner in his book, ***The Process of Education***, warns we must avoid the vivid portrayal of the trivial. ***Avoid the vivid portrayal of the trivial.*** Problems in curriculum can not be solved through universal adoption of any textbook, any more than through the purchase of badly programmed hardware. We need substance; we need style in the development of all of our learning aids. Let us not assume a posture of "bewaring" in our relation to learning resources; rather, let us constantly be aware. Be aware with dominant orientation toward the future, seeking, in the words of John Gardner, "continuous self-renewal."

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[2]American Library Association, Chicago.

Centralizing Library Services For The Multi-Campus Community College

Richard C. Richardson, Jr.,
Dean of Instruction,
St. Louis Community College District

Because my topic touches on instructional resources in the multi-campus district, it is necessary for me, as a means of establishing a framework for my remarks, to describe briefly the general nature of the district I serve. The Junior College District of St. Louis-St. Louis County, Missouri, was established in 1962. Classes were opened some four months after the first professional member, a president, was employed. From an initial enrollment of 800 in January, 1963, the number has risen to 7,000, as of this past fall. We estimate 10,000 by 1972.

Our district serves an area 515 square miles, including both city and county, which are, actually, separate subdivisions of the state. Current population exceeds 1 1/2 million. The assessed valuation is more than $3 1/2 billion.

Presently we operate three campuses. Two of these have both day and evening programs, with students temporarily housed in plywood, prefabricated facilities. The third campus, with which I am associated, holds only evening classes, and these in rented high school buildings. The first $5 1/2 million core of buildings has been started for my campus on the Forest Park Highlands site of our city. By 1972 this modest beginning will have grown to a physical plant valued in excess of $60 million.

Organization

Our junior college district consists of a central office and three semi-autonomous campuses. Reporting directly to the district president are four vice presidents, three of whom also serve as campus directors. The fourth is responsible for business services. From the district's inception until last June, we had one additional vice president, who was responsible for instructional services. When Dr. Tirrell, who filled this position, left to head Oakland Community College, he was not replaced; instead, three campus directors became vice presidents. This had important implications for coordination of library services.

Within the central office are a number of coordinators, at a level below that of the vice presidents, who have no line responsibilities. In most instances they are directly responsible to the district president. They provide leadership in the areas of instructional resources, physical plant, student personnel services, and instructional development.

Corresponding to the central office coordinators are the deans at the campus level. Each campus has a dean of instruction and a dean of student personnel services. The campus librarian—who normally holds a master's degree—reports directly to the dean of instruction at his or her particular campus. The campus librarian is therefore related in a direct manner to the coordinator of instructional resources at the district level only through the dean of instruction, vice president, campus directors, and district president. This relationship can, and does, create problems for the coordinator of instructional resources. However, as a member of the campus staff, I can assure you from our standpoint it makes sense to have those services directly related to our instructional effort under our direct supervision.

The basic problem of a multi-campus district concerns the degree of autonomy to be granted to each individual campus. Jensen, in a recent article of the *Junior College Journal*, November, 1965, emphasized the complexities of this problem. Related to the degree of autonomy, of course, is the matter of relative qualifications of campus staff as oppossed to central office staff.

When our junior college district was formed, a strong, initial core of personnel in the central office was created. For a period of about two years most of the innovation and leadership originated there. The campuses were placed in a position of implementing ideas originating at a higher level. I believe this phase was necessary during the formative years—years when there were few people who had worked together at the campuses and many people who had never seen the inside of a junior college previous to their employment by the district.

As some predicted, this arrangement created some resentment on the part of the campuses because they felt they were constantly placed in the position of implementing ideas without being consulted during their development. Tensions arose, and attempts

occurred on the part of the campuses to find ways of convincing the central office the then existant arrangement was not altogether satisfactory. Some of the personnel who were intitially employed left the central office; new and highly qualified personnel joined the campus staffs. As a result, this balance of power gradually shifted from the central office to the campuses. As the campuses flexed new found muscles, there was a tendency to ignore the services the central office was capable of providing. The coordinators in the central office, because they were not in a line position, in some instances felt left out of what was going on in the campuses. However, recently through a variety of procedures we have gradually moved toward a balance between campus autonomy and complete central office domination. I do not want to leave you with the impression we have worked out all of our problems. I do want to emphasize cooperatively we have evolved procedures which work well for us. What are these procedures?

A coordinator in a staff position in a multi-campus district must recognize his effectiveness is limited to the extent he can convince campus personnel he has a useful function and can provide services. To that end he must not be content to sit in the central office conducting prolonged discussions of learned topics; rather, he must get down to the working level on the campus. He must make his rounds regularly, with a careful eye toward discovering areas where he may be of assistance. He must concentrate on procedures and more effective ways of doing things, rather than on the immediate activity going on in any particular campus library. This is not to say he should ignore the activities of campus personnel. If minor things are amiss, he can point out directly to personnel involved a more effective way of accomplishing the task. If advice does not prove effective, he can advise the campus administrative personnel that certain problems exist, that definite steps are needed to correct these problems. Only as a last resort, and in extreme circumstances, should he rely upon the administrative chain to command an administrative directive. The old expression that power should be displayed rarely and used never is particularly true for the staff person in a multi-campus junior college district.

I think the most appropriate analogy for the role of the coordinator can be drawn from the traveling salesman. The traveling salesman visited so regularly his client was more surprised by his absence than by his presence; he convinced his client the product offered a superior solution to the problem facing him; he guaranteed prompt delivery and frequently was there to see to it the product arrived in proper condition and was satisfactorily displayed; he made a point of getting to know his customer thoroughly; he saw his customer as a person and not as a tally of items sold.

Library Services in Our Junior College District

We have talked about our junior college district as an organization and the role of the coordinator in the multi-campus district. We turn our attention to some of the specific functions of the instructional resources department and the way these functions are carried out in our district. While we use the term "instructional resources" to cover a multitude of areas, the central service continues to revolve around the library. I mentioned earlier that four months after the president of our junior college district was employed, our college opened its doors for business on its two campuses. Most of us are undoubtedly aware the normal period of planning from the time the professional staff is employed until the first classes are enrolled is, at a minimum, one year. Dr. Robert Jones, our coordinator of instructional resources, had approximately three months from the time he joined our staff from American River College in California to have libraries available for students. Since he knew there would eventually be three libraries, one for each of the three campuses, from the start he ordered three copies of each book, three issues of each periodical, and three pieces of each type of equipment. When the first two campuses opened in 1963, there was on hand in each of the two libraries, and stored in a third location, 2,500 new books, 200 periodicals, a 200-volume revolving McNaughton collection of the latest fiction, and back issues of many periodicals on microfilm. The St. Louis area recognized this as an achievement. A reporter asked Dr. Jones how he managed to accomplish so much in such a short time. Dr. Jones replied he couldn't possibly have done it if he had to contend with a staff. As Dr. Jones points out, this statement did get considerable attention from the library community. You may speculate on the nature of the comments.

Services at the Present Time

Currently our central instructional resources staff consists of the coordinator of instructional resources, an assistant coordinator with training in the area of audio-visual resources, an assistant coordinator in the area of library services, an audio-visual technician to service equipment, a photo technician to make and copy slides, transparencies and tapes in our fully equipped district photo lab, and supporting clerical personnel. The central office staff is fully prepared to order, receive, process, produce, and distribute all instructional materials. Orders are received from each campus through the campus librarian. The campus librari-

an in turn serves as the executive secretary to a campus instructional resources committee. This committee consists of a faculty member from each subject discipline, in addition to the librarian, and serves three basic functions: to stimulate and to review requests for instructional material from all faculty members, and to review the requests of other campuses that are circulated by the central office staff, to determine whether or not these requests are appropriate to the development of the library of that campus. Following review of requests, these requests are then transmitted to the central office. The central office types out requisitions and performs all clerical work involved in ordering and receiving. The book budget for our district, a budget which has exceeded $100,000 per year since inception, is also administered by the central office. The purpose of such services is to free campus personnel to work with staff and students. There is virtually no clerical work done by library personnel on any of our campuses.

Procurement of Books and Periodicals

Nearly all books are ordered from the Alinar Book Processing Center in Pennsylvania.[3] This company procures books from most publishers, including out-of-print and foreign books, and delivers acquisitions fully cataloged and processed, with plastic covers, cards and jackets ready for circulation. The cost of Alinar's services is $1.70 for an initial copy and 75¢ for additional copies. As one can see, this service offers a definite advantage to the multi-campus district. I am told by Dr. Jones that this cost of $1.70, with the additional cost of 75¢, compares with the national average of $5.50 per volume. It appears not only does Alinar provide very effective service, but also provides such service at less cost to the college.

The Printed Book Index

One of the innovations of our district which received considerable attention is our substitution of the printed book index for the more common card catalog. The current edition is a second generation development. Our initial indexes were developed by means of photographing library cards, reducing the photographs, and binding the reductions into a printed volume. This method proved time consuming, because handsorting of cards was required prior to photographing. Our current procedure was developed in cooperation with Alinar. They retain one Library of Congress card for each book they send us. These cards are laid out in sheet form, with each sheet having a page number and space designation. Thus, a 70-R would mean page 70, space R. From these sheets, information pertinent to the books is key punched and transferred to magnetic computer tape. Utilizing the 1401 computer it is possible to obtain a print-out by author-title and by subject. Print-outs are photo-reduced for clarity; the pages are hard-bound. In addition to the customary information on titles, if the volume is not carried by all three campuses, the campus locations are given.

It is obvious from examining the author-title index and the subject matter index the information which appears on the full Library of Congress card can be obtained only by getting the code number from one of these two indexes, and then going to the Library of Congress card catalog volume. At the present time, we are reprinting card catalogs on an annual basis. A hardbound supplement appears bi-annually to keep the index up to date. Additional supplements are filed in the back of the card catalog with information concerning most recent acquisitions.

If Dr. Jones were here he would tell you we have encountered virtually no problems with respect to this somewhat unique system for cataloging books, and it has proven far more satisfactory than the typical card catalog index. While I share his sentiments in part, I must, as a layman observer, interject some reservations derived from my close contact with faculty and students.

Faculty, long accustomed to the more traditional system of cataloging books, tend to resist innovation in about 35 per cent of the cases. That their objections are not always based on fact became evident to me in a discussion recently. One young woman complained there was no listing by subjects for material relevant to her area. This came as a surprise, since I had labored under the impression this was the function of the subject matter index. I asked her if she had checked the subject matter index carefully. From the blank expression on her face I concluded that possibly she was not even aware such an index existed. The meeting was held in our library. I picked up the subject matter catalog and asked her for the subjects she had in mind. When she gave me the subject I quickly thumbed through the index until I came to the section dealing with that area. In the index appeared detailed listings of all materials on the topic that she was interested in. The discussion on this point ended quickly.

Not all reservations can be dismissed so easily. One real problem concerns the amount of information available in the author-title and subject matter listings. The entry contains only a portion of the information on the Library of Congress card. Another reser-

[3] P.O. Box 921, 1609 Memorial Avenue, Williamsport, Pennsylvania.

vation is the use of supplements to keep the printed index up to date. By the end of the spring semester there may be, in addition to the main printed index, an additional hardbound supplement and as many as seven alphabetical acquisition lists. Thus, a faculty member or student may have to look in eight or nine different locations to determine whether or not a given book is in the library. As one might well imagine, there is a certain amount of unwillingness of the less persistent to go through this kind of procedure. Finally, the format is unfamiliar. Students may take the code number listing the location of the complete information in the Library of Congress catalog as the call number for the book. This reservation is, of course, quite minor and can be easily overcome.

To balance against such reservations, it is only fair to emphasize certain major advantages. Each campus gets 15 copies of each of the printed catalogs. Thus, there may at any time be several copies available in the library, while additional copies are distributed to each division chairman, to the dean of instruction's office, and to other locations on the campus where there might exist a need for this type of information.

The printed index is very easy to scan and permits a more rapid review of the holdings in a given area than is possible through the scanning of individual cards. Further, printed catalogs take up far less space than bulky card files. Under our present circumstances space has been extremely crucial to us. It is difficult to make a comparison with respect to cost. I do not feel qualified to speak on this topic. If you are interested in the system, you should contact Dr. Jones in our district.[4]

In addition to advantages and disadvantages mentioned, one other aspect of the printed index deserves mention. As we acquire our own computer, and we presently have a letter of intent for the 360-30, it may be possible to tape our book orders, connect our computer to Alinar's computer by data-phone, and place our orders. Alinar's computer would call back with billing information and print new catalogs. Since we are considering the possibility of a computer-circulation system, the use of our present procedure should facilitate transfer.

Periodicals

Our district does not maintain back issues of periodicals, for several reasons. As a new college library, we did not have back issues available to us as we developed; and as a library operating in very limited space, we did not have the facilities for storage of the back periodicals. We discovered that back issues on microfilm could be obtained for most periodicals, and, because of this, could be stored in very limited space. Accordingly, we purchased microfilm reader-printers. Through use of these devices it became possible for students to read and make copies of articles, and, in general, to reap benefits of back issues, without drawbacks of binding and storage.

Let me interject a word of caution about development of new approaches. We discovered that without careful efforts to ensure faculty and students understand new procedures and are given instruction in these procedures, both tend to stay away from the library in droves. Instructors must be involved in planning innovations and must develop specific techniques for ensuring that students are required to use new procedures to the point of familiarity. We found, for example, the microfilm reader-printer was rarely used. This tied in to the fact that both students and instructors were unfamiliar with its operation and hesitated either to give or complete assignments using this device.

Presently, on each campus we are also training an assistant to the librarian. This assistant is a specialist in audio-visual materials and has the responsibility of working with staff members to encourage the use of such equipment. It is his responsibility to make such use easy.

It is axiomatic that the finest equipment may go unused unless technical support is provided instructors to encourage such use. To this end, we provide services for preparing transparencies, slides, charts, and other types of visual media. All audio-visual materials are carried by the library and are available upon request to instructors. This does not mean the instructor must come to the library, check out the piece of equipment and laboriously carry it to the location where it is planned to be used; rather, the audio-visual specialist arranges for the equipment to be delivered, operated if necessary, and returned.

Programmed Instruction

Let me turn from this discussion of audio-visual equipment to a new and increasingly important area for the instructional resources staff—programmed instruction. In each instance, our experiments in this area have developed through close cooperation between instructional personnel on the campuses and resource personnel from the central office. The role of the instructional resources staff is to advise on availability

[4]Dr. Robert C. Jones, The Junior College District of St. Louis, Central Office, 7508 Forsythe Blvd., Clayton, Missouri 63105.

of equipment, provide bibliographies of material available, and provide technical support in operation of equipment. Because our instructional resources staff does follow the traveling salesman philosophy, they have been closely involved in each of these projects I shall describe.

Dialog

Both campuses operating day classes in their own temporary facilities have an advanced version of the language laboratory called the dialog.

The dialog may be used, in the conventional sense, as a language laboratory. Each dialog station is equipped with dial and a topic listing. Students can select a specific subject they are interested in. Desired lessons are stored in a remote deck. The storage cabinet is capable of simultaneously holding 88 programs. A listing of the uses we have found for this equipment would testify to the imagination of our faculty and staff. One English instructor, for example, tapes his comments of student themes on tape. Thus, he is able to say much more than he could by making notations on individual papers. A greater freedom is accorded his critical analyses. When his comments have been recorded, the instructor places the tape in a storage cabinet and assigns a number to the tape. At his convenience, the student dials an assigned number and listens to the comments. At an adjoining station, a student may do shorthand excercises; students may plug into music, foreign languages, plays read by professional actors, or remedial English assignments. One instructor programmed a particular sequence of problems in English composition causing many of his students difficulties. Students who did not grasp concepts of grammar and syntax were assigned to the listening laboratory to complete the taped sequence. Experimental results indicated with this type of supplementary assistance these students did quite as well as those who were prepared by their previous background to master the concepts without remedial help.

It should be emphasized that the dialog is an integral part of our library; that it is supervised jointly by library staff and language instructors, that it constitutes a major learning resource for the entire campus. As permanent facilities are completed, listening stations will be a part of each instructional resource center. Carrels used for listening stations will be wired for video programs so, as equipment becomes available, listening stations can be converted to combined viewing and listening stations.

Computerized Learning

Another area of careful study by our district is computerized learning. The 360-60 computer currently planned for installation in fall, 1967, will have sufficient capacity to insure interrupt routines and extensive tape-deck storage facilities may be connected to remote student learning stations situated in the instructional resources center. Through these remote stations students will be able to select a variety of prepared programs, enabling them to study at their own rate under the careful guidance of the computer. Here, too, instructors will write programs as students learn. These programs will be designed to keep pace with the pattern of response students make.

The computer learning center will lend itself to certain types of instruction better than to others. Perhaps some of you are aware of the work that has been done in Yorktown Heights, New York. At the present time, using phone lines, it is possible to connect a computer in Detroit or St. Louis to the computer in Yorktown Heights. From a location miles removed from the central computer one may take courses in statistics, American history, or how to play bridge, as I did recently at Washington University in St. Louis. While this aspect of instructional resources is still in the "novelty" stage, for all practical purposes, it shows much promise as a future tool of the instructional resources service in our district.

Audio Tutorial Biology

A little over a year ago, some of the members of our biology department, with members of our instructional resources staff, discovered an interesting innovation in the teaching of botany was then taking place at Purdue University. Several staff members journeyed to Purdue and were sufficiently impressed by what they saw to initiate an audio-tutorial section of botany for our spring semester, 1965.

Audio-tutorial botany is organized around a different approach to the laboratory experience. Instead of the traditional biology laboratory with which most of us are familiar, the audio-tutorial laboratory consists of a series of individual stations, each equipped with a listening and, in some cases, a viewing device, and certain study materials. Individually, each student completes a series of laboratory experiences at his own rate. As he completes each sequence, he takes an oral examination to determine whether or not he has satisfactorily learned the concepts that the experiments are designed to demonstrate. Students may come to the laboratory between 8 a.m. and 10 p.m. If it is necessary for them to do so, they may listen to a sequence again and again. Materials essential to the course are thus presented in an individualized manner.

Additionally, students attend two meetings each week. One of these meetings is a large, combined meeting involving as many as 100 or more students. At these sessions supplementary materials are presented. The instructor might show a film, have an outside speaker, or give a lecture designed to enhance the experiences occurring in the laboratory. The second weekly meeting involves a smaller group in a discussion and quiz section.

The initial experiment in January, 1965, was sufficiently promising to encourage the development of courses in audio-tutorial biology and chemistry for the fall semester, 1965. It seems unnecessary to emphasize the increased responsibilities of the instructional resources staff to individualize the learning experiences when audio visual equipment and programmed learning are employed. Such increased responsibility requires close teamwork to ensure effective implementation.

Special Instruction for the High-Risk Student

In our district, as I am certain is true of most junior college districts across the country, large numbers of students are seeking admission to programs for which they are not qualified. As an "open door" institution, we are concerned about providing a genuine opportunity for such students—this in contrast to the illusion of an afforded opportunity followed by an enforced withdrawal notice. To provide the genuine opportunity, we developed, with the assistance of our instructional resources staff, a general curriculum program.

The general curriculum program is a radical departure from most programs now offered to so-called disadvantaged students. We have taken the position that, due to extreme heterogeneity of students represented, group remedial instruction is not feasible at the college level. Accordingly, we are in the process of phasing out our developmental-remedial courses. To eliminate the confusion and frustration with which the so-called disadvantaged student is handicapped, we initiated a comprehensive program consisting of three important elements.

The first, and perhaps the most critical element, involves upgrading of basic skills. Since we have repudiated the concept of group remedial instruction, we have been forced to turn to an individualized approach. Dr. Edward T. Brown, of the North Carolina State Department, developed what he called a "fundamentals learning laboratory." This laboratory consists of programmed instruction in a variety of areas. It is designed to overcome the basic deficiencies of students entering the community college.

We adapted this concept to our programmed materials learning laboratory. Presently, we are considering the possibility of making the programmed materials learning laboratory an actual subdivision of the library.

Students who come to our programmed materials learning laboratory are tested in three areas. They are given a reading test which determines grade placement level; they are given a test designed to indicate background in English; they also take a test which diagnoses deficiencies in the area of mathematics. Following these tests, students are required to state their academic objectives. Objectives may be admission to any college parallel or college technical program.

Next, the coordinator of the programmed materials learning laboratory indicates the amount of improvement required for achievement of the stated objective. At the same time, students are clearly shown the difference between achievement level required for success in their objectives and their present achievement pattern. The coordinator, with each student, jointly maps out a program by which that student may achieve his objectives—providing he is willing, as Dr. Brown puts it, "to swap time for ability." The student is absolutely guaranteed admission to the program set as his objective—provided he completes the remedial sequence. As he proceeds through the programmed materials, he must take frequent tests. In each of these tests he has to achieve at the 85 per cent level. If he fails, he must return and restudy the material until he can master it at the required level of effectiveness.

The programmed material available is diverse and on so many different grade levels, thus the student may be matched to material that guarantees success from the start. He is placed not only in mathematics, but in mathematics according to his reading level. The same is true for English. As the student progresses through his sequence, he alternates between material designed to increase his achievement in a basic skill area. All programmed materials are in printed form. The student does not write on these materials, which are thus rendered reuseable. These materials are checked out to the students much in the same fashion that library reserve materials are made available. The only machine that is currently used with our programmed materials learning laboratory is the Craig Reader, and this used only for the purposes of correcting eye movements.

A concept basic to the programmed materials learning laboratory holds it is not the responsibility of the

coordinator to teach the student; rather it is the responsibility of the student to learn. This concept is particularly important when dealing with disadvantaged students who, in many instances, seek scapegoats for poor achievement. As a layman, it seems to me, the role of the coordinator of the programmed laboratory in its essence represents an ideal role which is often looked for of librarians but seldom found. There is general agreement that librarians are supposed to work primarily with students and with staff members, that they should serve as resource persons, that they should be an integral part of the instructional team. As an outsider, I have the temerity to say I have read about this particular role far more often than I have observed it.

In addition to the programmed materials learning laboratory, I mention briefly that our general curriculum program for disadvantaged students includes two important facets related to, but not a part of, the laboratory. One facet emphasizes personal enrichment to be achieved through general education courses, taught for purposes of cultural enrichment and not for purposes of emphasizing remedial concepts. These courses, designed to offer the learner a stimulating experience without the fear of failure, are offered in the areas of mathematics, science, humanities, and social science. A second facet is designed to help the student to adjust to himself and to his society. Here, the method of implementation calls for a very low student-counselor ratio, with counselors specially trained in human relations and community resources. The emphasis is placed upon using the community as a laboratory and looking for solutions to the problems of disadvantaged students, problems that may extend beyond the limits of instruction.

The three groups—counselors, general education instructors, and programmed material learning laboratory coordinators—work as integral members of an instructional team. We feel this approach represents not only better instruction for the disadvantaged students, but quite possibly better instruction, period.

Conclusion

Based upon my experience in a junior college district, let me summarize the kinds of services I look for from instructional resources personnel. To begin, I would hope that the instructional resources staff are oriented toward innovation. This implies they are constantly aware of any new developments with respect to instructional media. It implies they take the responsibility for bringing this information to the attention of appropriate members of the instructional staff, and, for arranging demonstrations, when such seems desirable.

A second major responsibility of the instructional resources staff concerns involvement of other personnel in planning for innovation. I do not believe a piece of equipment should suddenly appear in the library. I do not believe a new procedure should be implemented by directive; rather, when the instructional resources staff has ideas, these ideas should be thought about by members of the faculty, should be studied carefully by faculty groups, and should ultimately be implemented with faculty agreement. While this procedure may prove far more time consuming than simply purchasing the equipment or establishing a procedure, it will, in the long run, prove much more effective in achieving the degree of cooperation essential to the proper utilization of equipment or procedure.

Next, in order to insure that equipment is used and used properly, the instructional resources staff should provide trained personnel to work with instructional staff members. A long, boring lecture by an instructional resources specialist on proper use of the overhead projector, unillustrated by transparencies, unaccompanied by instruction in the process of making transparencies, does little to encourage staff members to use such equipment.

An additional responsibility of the instructional resources staff is to provide the instructional staff with the technical assistance necessary for ease in use of new methods and equipment. By technical assistance is implied availability of a technician to produce slides and transpariencies, availability of student assistants to transport and return audio-visual equipment, availability of qualified operators to make certain a presentation is uninterrupted. Finally, the area of technical assistance involves the handling of administrative matters, such as the ordering of films and other materials in an expedient fashion which does not place too much of a burden upon the utilizing instructor.

A last responsibility of the instructional resources staff is related to their personal orientation. Librarians and registrars are sometimes mistakenly classified together, for the reason, just as the registrar may emphasize the protection of student records to the possible detriment of purposes for which student records are maintained, so may the librarian and other instructional resources personnel emphasize security function to the detriment of the major services a library is supposed to provide.

In considering this final point, I am reminded of the old maid who was being interviewed concerning marriage, and was asked would she emphasize character

or appearance in selecting a mate. "Appearance," she replied, "and the sooner the better." Perhaps the total area of library service, from the point of the layman, may be summed up—What we are looking for with respect to service is appearance, and the sooner the better. I am happy to say in our junior college district we have such service. I hope this is true of the districts which you represent.

* * *

I would like to acknowledge my indebtedness to Dr. Robert Jones, coordinator of instructional resources for the Junior College District of St. Louis.

Past, Present, A Hopeful Future?

Genevieve Casey,
State Librarian
Michigan State Librarian

A few months ago the Michigan State Board for Libraries commissioned a research firm in New York, the Nelson Associates, Inc., to do an in-depth study of Michigan's community college libraries. For several months prior to the Board's commission, some of the community college librarians and administrators had been meeting with us at the State library. We all were fully aware we did not need a study to tell us the library facilities in Michigan's community colleges were inadequate.

However, we did feel we needed documentation. We needed to know the extent of this inadequacy; we needed guidelines to improving state community college libraries. Further, we were interested to know how our libraries compared with other community college libraries all over the country.

The Charles Nelson Associates spent many months in Michigan. They interviewed each of the Michigan Community college administrators, as well as librarians. About a week before the study was actually commissioned, we had circulated to each of the community colleges our own questionnaire, designed to solicit information about staffing, physical facilities, book stock, etc. The findings of our questionnaire were also used to supplement the Nelson report.[5]

If any of you would like to have copies of our study, write to me, Miss Genevieve M. Casey, Michigan State Librarian, Michigan State Library, 735 East Michigan Avenue, Lansing, Michigan. I will send you a copy. To my knowledge, this study is in all of the community college libraries and administrator offices.

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[5]Nelson Associates, Inc. *A Program for the Rapid Improvement of Community College Libraries in Michigan.* June, 1965. p. 52.

Out of this study an alarming picture can be drawn. It was no surprise to any of us. As you know, in Michigan community colleges have grown very rapidly. This year—I'm sure you are all more than aware—Michigan enrollments are up 35 per cent over last year. Each time we say there are 25 community colleges in Michigan—and we do our budgeting in these terms—we say it uneasily. We know that feasibility studies are on-going. We aren't really certain it's 26 today or 27 tomorrow.

The Nelson study showed that Michigan community college libraries are inadequate on three levels: stock, staffing, and facilities. To determine just how adequate or inadequate book stock and other printed stock is, the national standard was used. This is the American Library Association standard which states any community college—no matter its size—should have about 20,000 well chosen, up-to-date titles. Now, with respect to this, only 23 per cent of Michigan's community colleges attained this level. In fact, when one adds to this basic book stock an increased book stock, measured in terms of enrollment—again following the national standard—there are only two community colleges in Michigan with adequate book stock. This situation is actually worse than it sounds. The way statistics are kept in Michigan, the community colleges are able to report not the number of titles in their libraries but rather the number of volumes. Any duplication which exists brings this average down lower. How one makes qualitative judgments about the adequacy of a book stock is another question. On a quantitative level there are only two community colleges meeting national standards, and these meet them for special reasons.

The first is the Flint Community College. As many of you know, their library is run in connection with the Flint campus of the University of Michigan. The second is Delta College, the library of which was built to house a collection for the use of four colleges. Little wonder, then, that these are special exceptions.

A second area in which most of the Michigan community colleges are massively inadequate is staffing. Of course, there are two problems with staff—the money needed to hire and the will to hire. Added to these there is the paramount problem of finding a professional staff, as any of you who are administrators or librarians can testify. Ours is perhaps one of the professions in which there exists the greatest shortage of qualified candidates. The American Library Association standard is such that every community college should have at least two professional librarians and a supporting non-professional staff. Measured to this

standard, less than half of Michigan's community colleges are adequately staffed.

There is the further recommendation in national standards that five per cent of the total budget—the operation budget of a community college—should be expended for the library. It was difficult to gauge Michigan community colleges on this score, for a number of reasons. The data are available for only 11 of the colleges Mr. Nelson surveyed. On the basis of the data he gathered, 54 per cent of the colleges met this standard of support. The expectation is that figure would be considerably lower if one took all of the community colleges into account.

The over-all picture is further complicated by a marked lack of physical facilities. At this tme, there are many community colleges which are housed so inadequately that to bring their library up to the national standard is not only not feasible but impossible. There is no place to put it!

Taking everything into account, there are certain recommendations which have been made. Mr. Nelson reached the conclusion that since there are State and federal funds available for building of community college facilities—and these funds are now readily available—our concern is properly with lack of stock, other printed materials, and staff.

This is, of course, a symbiotic relationship: you cannot have large sums of money to expend for library materials unless you have the staff to acquire these materials, to organize these materials and to make them available. Unless one provides for additional staff in a crash program, as well as additional staff for books, one cannot achieve desired goals.

One central recommendation of the Nelson Associates is there be a crash program of approximately three-year duration, during which time, through a special state grant, Michigan colleges rapidly move up to standard. Although the student body is growing rapidly in most community colleges, and although monies are acquired and spent for libraries and materials—so much so that many schools on a per pupil basis are falling behind—we more or less are running to stay in the same place, and sometimes running pretty hard at that.

The Nelson study also pointed to a need for community college libraries to work together to define what they can do cooperatively. Along this line, consideration might center on what kinds of materials could be shared cooperatively within a community college region. This, of course, is a study that remains to be conducted. Mr. Nelson suggested the State library might introduce a program of organizing materials for new community colleges. Here, in passing, we must consider the very serious need for a basic list of materials for community colleges. This need is all the more important as new colleges come along and build their collections.

With Mr. Nelson's recommendations, a committee of community college administrators, librarians, and faculty members gathered to make a proposal to the Community College Advisory Board for a crash program. This ad hoc committee also referred this proposal to the State Board for Libraries. Both the Advisory Board and the State Board gave their enthusiastic support. It remains to go to the State Board of Education. A copy has also been sent to Governor Romney for his consideration in the 1966 legislative program.

Essentially, the proposal provides grants to each community college of $12,000 a year, over three years, for the purchase of library materials. Additionally, the proposal provides for a two-year period of grants of $8,000 to each community college for additional personnel. Supplementing the program, local effort on the part of community colleges would have to be maintained.

On the basis of Michigan's 25 community colleges, this program would cost about $500,000. This is a rather small sum of money, in terms of a whole state, and in terms of education budgets generally.

It is projected that over this three-year period the present Michigan community colleges would actually achieve the national standards. All of us are interested in this program, and that all of us want to keep ourselves up to date by following its progress in the papers. However, it is important we do more than keep a close eye to the newspaper reports; we must let the Community College Advisory Board, the State Board of Education, and the State Board of Libraries know that we are in full support of the program. I urge you to voice such support.

Discussion: "Availability And Use Of Learning Resources In The Disciplines And Technologies"

How many times have we said to ourselves, Things would be better if I were there instead of here; I'd feel worthier, more productive, and more intelligent? But most of us aren't over there. We are here, and here to stay. One of the surest ways to get rid of the grass-is-greener feeling is to take on the responsibility of keeping up with current interests.

Availability And Use Of Learning Resources

In The Disciplines And Technologies

Donald A. Brackett,

Macomb County Community College

Generally speaking, art departments do not make much use of the libraries. An important reason for this is libraries do not have the materials specifically meaningful for teaching art to students. Further, the artist and those people teaching art never let their needs be known to the library. The library does the best it can, but the artist gathers things where he may.

Art materials have never been gathered in one source place in greater Detroit. Let me illustrate. If one should take a course in art history, when it comes time to look for books, one finds the books are on reserve only at the Detroit Institute of Art library and no other library. One has to have those particular reserve books. They are very meaningful for study of the history of American art, architecture, printing and sculpture.

For prints of great artists' work, it is difficult to find them anywhere in decent reproductions. There are some of the older masters in the Institute; and there is where one goes when such reproductions are unavailable in other libraries.

If one works in aesthetics, the philosophy of art, or the history of art, almost any major library will carry some kind of book or books on these subjects; but for direct, meaningful books on the history of art—for instance, Talbot's *Byzantine Culture*, considered authoritative—might not be found in any of three libraries, for reasons unknown to me. Where would it be found? Try the Detroit Institute of Arts book counter, where it sells for $1.75.

Still, one can survive; one can get by with the books in the areas of art history, aesthetics, and criticism found in several libraries—if one has the patience, the stamina, or both. However, when it comes down to it, for reasons which I shall touch on later, such books are meaningless to the sculptor, the painter, the commercial artist, the industrial designer, students who need material and to their teachers.

What is the problem here? Simply, things in the arts are very specialized—highly specialized—and we need highly specialized information, and right now. Another factor is the world of art changes so rapidly; even art criticism has changed at a brisk clip during the past five years. What we really want is current materials. Old materials are expendable. Any book covering American art 10 years ago would certainly be outmoded today. Such books should be put in the historical section. They could be used by researchers bent on finding out what art was like 10 or 20 years ago.

What we do find to be particularly useful, as far as I have been able to determine from questioning artists, is current magazines, especially those of a national or international content. Occasionally we get a beautiful book with wonderful pictures in it. Usually this is too expensive for most libraries to buy in quantity, or most artists to afford in quantity; however, sometimes libraries do stock these things.

One thing to remember is our present attitude of classifying things in the arts as "precious forever" is not really the best attitude to work with. Materials, books, prints may be precious only in the sense that they soon become historical. In terms of the "current expendable", perhaps we are going to have to live on paperbacks quite a bit, even as textbooks. As the current becomes the historical, the current should be bound and saved. Don't throw everything away. Sometimes one book is precious and should be saved.

Artists are particularly fond of bound portfolios of pictures, because no matter how much people write about art, explain it, classify it, they write words. The object of their speculation remains unaffected,

unchanged. It is deadly to have books in the art field that concentrate too heavily on words at the expense of pictures.

The sad thing about purchasing beautiful books and prints is artists may use them for reference and, yet, be unaffected by them in their creative lives. Further, many times students remain unaffected when they are shown these materials. When I mentioned earlier such books were meaningless to the artist, I was thinking along these lines. The artist is a creature who abides by a different kind of osmosis than other people. The craft of art is carried within the artist's head. Artists pass on their knowledge, their craft, their skill, from generation to generation, but they don't know how they do it. Artists learn by osmosis; and, broadly speaking, one can brainwash a class, one can hang prints all around the room—beautiful drawings of the style you want students to emulate, and for two or three days they will draw that way, but on the fourth they will draw the way they want to. Except for a very short time, you cannot influence their personalities. This is the reason why practical artists teach without any visual aids other than slides.

One of the greatest resources for a library—if they can spend money—is a well chosen collection of 2" x 2" slides. At present, the Detroit Institute of Arts is supplying the city with such slides; however, the Institute is about to call it quits on this venture. Every college in this area is using the Institute's slides.

We at Macomb County Community College are ready to start buying our collection: architecture, painting, sculpture, down through the ages. For colleges putting in a slide collection, the cost can be relatively modest. One doesn't need 18,000 slides. I think four or five-thousand is adequate for the first two years. These slides can also serve the humanities area.

Slides, too, have something of an advantage over books and prints, other than ease of storage, and wearing well. The artist likes lots of books around but he never likes to return them. Books are apt to be marked up with oil paint. If they take these books home, take them to their studio or their classes, some kid is apt to spill turpentine on them; and there goes the book. I've seen this happen time and time again.

Let me touch for a moment on speech, music, and teaching facilities. The speech department, as I am familiar with it, would like lots of books, and they would like them in their own office. I am not familiar with the relationship of libraries to speech department, but from what I have observed, keeping their own books might not be a bad idea.

Music. I haven't been able to find out anything musicians want. I would think they want sheet music, scores, musical histories, and musical magazines. They seem to live through their instruments pretty much.

I have been told that the speech and music departments would like records as teaching devices. They have found the listening booth works quite well. However, they haven't given too much consideration to the problems involved. I am certain those of you who have been through such problems can appreciate the fact the Detroit Public Library seriously considered stopping its service, because such service required too much of the librarian's time. Apart from this there is a definite need for current plays and classical records in the speech and music departments.

Teaching facilities. We, in our art department, would like to reserve books for teaching of art history. We aren't talking about the expensive textbooks. Let our students purchase paperbacks at the bookstore. We would like a choice of 12 or 14 titles. The University of Chicago did this in a humanities course for a number of years, and with a great deal of success. Several things on reserve for the students to study is fine, provided you have a place for them to study.

Another excellent teaching-learning tool in the art area is the mounted print. However, this involves an enormous amount of work, and requires a truly dedicated soul to keep on buying or mounting prints. One solution might well be that the art department could clip pictures from magazines and have the students mount them, take them to the library, and let the library take charge of classifying them. There is a problem, though—and in all humility I say this—librarians really don't know what to clip from magazines, and artists are so selfish when they clip, they keep whatever strikes their fancy.

If an art teacher spends his time clipping, he will find his teaching time encroached upon. You just can't do both. Generally, too, the artist is at a loss to classify his material. I know it takes me all day to do something that a librarian could do in 20 minutes.

The library might work with the art department in preparing displays. I know the art department would

love to come in to the library with displays such as "A Week with Whistler," "A Day with Frank Lloyd Wright." We have never really been invited to do this. Occasionally, if the library is big enough, say, for example, the University of Detroit library, exhibitions can be shown in the library.

Underlying everything I have said thus far is the basic question, How can the library and art, music and speech departments build meaningful curricula? First, responsible people in each area should find out what the other areas are doing, how they are progressing. There is a need for better communications. This librarian should sit down with each department representative and determine what are the library shortages, and what materials can best fill these shortages. In terms of who is qualified to be a representative, I feel it would have to be the department head. If two or three get together to make a decision, there is likely to be little or no agreement. For the sake of getting something done, one man should have the responsibility.

Sally Cassidy

Wayne State University

As a social scientist, let me observe that students need insight into the alternative paths to knowledge provided by our libraries. I am convinced they want such direction, so that they can make their own way from there. This instruction can be in a semi-systematic fashion. Such instruction should never, of course, be a trial-by-error thing; nor should it be a matter of taking only the brightest student and showing him around the library.

There are questions which may be raised, questions designed to inspire students to become acquainted with the important and characteristic resources of the library. For example, we gave our students a natural science assignment, suggesting they take one particular topic—let us say, space science—and explore the ways various publications—popular, scientific, textbook—handled the subject. Once a student becomes familiar with the various approaches, new avenues open to him.

Another assignment which I have found to be quite effective is to take 10 or 12 books—some not-too-scholarly, but with nice attractive covers; some quite reliable, but with uninteresting formats—line these books up, and ask the student to spend an hour critically examining them, at the end of which time he is to make a report on just which books he would consult and why. Should he choose the least informative books, he nonetheless profits by the discussion period which is a follow-up to this project. During this discussion the means of evaluation of reliable materials are discussed, as well as the library tools employed to do so.

These two projects might be called educational "recipes," and as such have been tried and proven to be effective. Apart from the confines of a conference such as this, there is a need to share such recipes within the community college itself. Why should everyone keep to himself his own techniques for getting our students to think?

Let us also be aware of those students in search of information about obscure or out-of-the-ordinary topics. Here may be an opportunity for each of us to learn. Recently, a student wanted information about children's attitudes toward death. Where does one find such information? I worked closely with this student, and was surprised to learn there are two journals on the subject, each carrying extensive bibliographical listings. Admittedly the subject isn't the sort to talk about over cocktails, but my own fund of knowledge was increased by our joint search.

I would like to share with you some thoughts which I have had of late on the matter of faculty need. Anyone who is in a relatively small college, such as myself, or a college which is not next to a campus like Wayne's, has had thoughts about "identity." How many times have we said to ourselves, Things would be better if I were there instead of here: I'd feel worthier, more productive, and more intelligent? But most of us aren't over there. We are here, and here to stay. One of the surest ways to get rid of the grass-is-greener feeling is to take on the responsibility of keeping up with current interests. It is also a matter of being aware of faculty isolation, particularly, let us say, in a one or two-man department, where one person has to cover a number of areas. Many times it will be nothing more than writing a brief note, "Have you seen such-and-such a book?" "I thought this might be of interest to your department," and the like.

More specifically, how would this approach work with the librarian? Overcoming librarian-faculty isolation can be accomplished in much the same way. Let us

take the little time necessary to assign one or two faculty members the task of getting to know the librarian, getting to work with her, and, when the opportunity comes along, sharing any information which it is felt might be helpful to her.

As I have worked with librarians I have come to discover they are marvelously adept and sensitive scanners of immense amounts of materials. By getting to know your librarian, by actually taking time to stop and talk, to send that note, to make your needs known, you are, in effect, providing them the opportunity to work closer with you and your department. What it comes down to is this: whether faculty member or librarian, it is nice to know there is someone around who cares. This is one sure way of dispelling the isolation bugaboo.

John Kariocopoulos

Schoolcraft College

When I was inquiring among the librarians at my school, I approached one who mentioned something of which I was unaware. He mentioned the term "liaison librarian." Perhaps those of you in the field may have heard of the liaison librarian at a Florida school. There an attempt was made to allow the librarian to do nothing but serve between the library and the school faculty. His concern was for the total problems relating to the library's effectiveness in teaching. He would contact various members of the departments, asking them what the library could do for their department and what were the problems they had concerning the library. He also might have done the following, although I'm not certain that he did: notify the departments of various new books in their field with which they might not have been familiar. This lack of familiarity does frequently occur. For example, at my school we receive lists of new acquisitions, although there are many times when we do nothing more than look at the titles. I feel a liaison librarian, while not necessarily having read all of the new acquisitions, could perform a service by reading the reviews. Thus, he probably could inform the faculty of the worth of a book.

As the liaison librarian approaches the various faculty members, they should inform him when a course outline has been changed. He could order supplementary books according to that change.

What should be the background of this theoretical liaison librarian? He should be thoroughly familiar with library materials. He should have to have certain personal qualities such as tact and an ability to get along with people. Perhaps, he should be a saint.

In the next few moments, I would like to be realistic about what is happening at Schoolcraft Community College between the faculty and the library. We began our library just a year ago. In order to actively involve our faculty in the library, each instructor, as he received his contract, was given a letter from the librarian requesting that he suggest various titles and periodicals which he would like to see in the library. Seventy-five per cent of the staff responded. The submitted lists ranged from 12 suggestions to several hundred. I think we have involved our faculty in a meaningful relationship with the library.

As we involve the faculty, we try to do something else: to involve the students. We have what you might think to be a strange policy: anyone may submit a title for a book or a periodical. In order to facilitate this policy, we have a very capable head librarian who does not like red tape. He is a rather informal person, even to the point of telling others that they can submit the name of any book they like on anything they can find to write on. It is surprising what titles he gets, and certainly what they are written on.

Once a book is cataloged, the librarian sends us a list of books. This list comes out every two weeks for the faculty. Another list is available for the student at the circulation desk. Very shortly these lists will be placed on the various bulletin boards throughout the campus. Hopefully, the students will read them.

We at Schoolcraft attempt through various methods to familiarize our students with the library, so that they, as students, can do research and work on their own.

There is on tape at our library a discussion of the facilities and resources of the library. Students may go to the library at their leisure and listen to this tape. One of our English instructors requires this listening session and gives an examination to make certain students attend. Another instructor has his students go to the reference section to solve various problems. We always demand some price from our students. Further, we have a remedial program. We have various programmed textbooks, all available at

the reference desk in our library. We still have a long way to go. We are trying to improve our techniques; and I am most optimistic.

William Streib,

Delta College

In the technologies we often use vocational aspects of our students' programs as a means to motivating them. We tell our 18 and 19 year-old students in the community college they have 47 years of productive life ahead of them. We tell them—as most of our students are men—as adult American males *who* they are depends greatly on their job.

One of the main tools that students will have upon graduation is a working knowledge of the library. When they go on to their job in industry, the company library or the community college library will be one of their most important tools. The use of known information is as important as the generation of new information.

How does one get a technology student into the library to actively learn the library's value? As it turns out, most of our students are busy. Attending a community college most of them are living at home. Many of them have part-time jobs. Essentially, three things occupy a student's time: their job, which seems to come first in the student's mind; their social life, which cannot be cut in any way; and, finally, their schooling. Now these pressures are very real for an 18 or 19 year-old student. Thus, to tell the student he should know how to use the library doesn't work. He has to be "forced" into the library, "forced" to discover its value.

To get a student into the library requires, first of all, we have the necessary books. In technology, our main source of material is the textbook and the reference book. At the school where I teach, all of the teachers are encouraged—and I mean encouraged—to suggest books for our library. When we suggest a book, it is the same as ordering it.

Just as we have to encourage our students to use the library, our faculty members, who are also overworked, need encouragement. My division head insists we keep track of what is going on in the library. I encourage my students; he encourages his staff. He keeps a large stack of order blanks on his desk; and in a subtle way he says, "Do you have enough of these?" and he hands you several. After ordering a book, and just as soon as the book comes in, we receive a slip informing us the book is available, the book number is such-and-such. I keep a file on my desk of all of the books I have ordered. When a student comes to me with a problem, I look through this file, give the student an appropriate book number, and send him on his way to the library. As a further assistance, we have a sheet that is frequently issued listing all of the books we have received in our field as well as other fields.

How do I personally encourage a student to go to the library? First, I select magazine articles and assign these to my students to read. Our textbooks are quite comprehensive; so, in my first two courses I assign articles in the journals. These can't be found in the textbook. Students must find these in the library. About two weeks after the assignment, I give a brief quiz on the articles. Second, in more advanced courses where students do various design projects, I select the design project so the necessary information must be researched from other than the course text. I find that students come to me, after having first gone to the library, with the textbook in one hand, the assigned material in the other, prepared to ask meaningful questions.

One problem which we have is the expense of technical books. A $12 book on electronics is not uncommon. Normal prices for technical books are apt to be $20 or $30. This problem is compounded by the comparatively limited life of a technical book: three to five years, by which time most books are considered to be out of date.

There are two approaches to solving this problem. One is to ask for help from local industries to purchase books for the community college. We have the Dow Chemical Company assisting us. They encourage employees to contribute to our library. For each book contributed, Dow contributes one. Additionally, other companies contribute money for the purchase of books. Second, our solicitation is done through a newsletter which we send to potential contributors. Recently, in response to this newsletter, the wives of several Midland engineers called and inquired if they could contribute $100 to the library. Granted, the cost of these books does pose problems, but it is possible for the technical staff to look for outside aid.

The problem of obsolescence is best solved by having the staff keep track of the books in the library. When a book becomes old, the staff should tell the librarian it is out-dated and should be removed from the shelves.

At our school we do not have individual budgets for each of the divisions. We order books until the money is gone. The orders are then held until more money becomes available.

Jean Trubey,

Macomb County Community College

I might mention, for those of you who are not familiar with our department, at Macomb Community College we have an integrated science department made up of instructors in the field of chemistry, biology, physics, physical science, and astronomy. Beginning next semester we will be including geology. At Macomb the number of opinions is as diverse as our fields of specialization; however, there are some points which we agree would be helpful in terms of the library and its relation to science departments.

As far as the future of the science area is concerned, no one likes to hear it will be an expensive future. I contacted our staff members to find what sort of demands we place on the Macomb library, and what kinds of service the library could provide for us which is not now being provided. We realize we are not getting the maximum benefit from our library we should. I have found in the science department we have very specific problems, problems which only in the past few months have we taken the time to view at close range, as far as our students and staff are concerned. We have to look at the courses taught in the basic sciences at the freshman and sophomore levels to discover why we don't send our students to the library to look for additional materials more frequently than we do. I feel this is due to the way in which we teach these courses.

Someone spoke earlier of the utilization of paperbacks. Paperbacks have been slowly catching on in the science fields. There is a trend in the sciences to turn to paperbacks as a remedy to the obsolescence and high cost of textbooks. Today, paperbacks afford an easy means for getting up-to-date materials into the hands of students.

There is little question the textbooks which reach our library shelves are, in most cases, at least two years out of date. Since we tend to teach freshmen and sophomores out of a basic textbook, it would seem that the function of the instructor should be supplying students with current advances and information in the sciences.

The picture is changing. For the first time, we have several courses planned solely around paperback textbooks. Undoubtedly, this is going to affect our use of the community college library and the role which the library will be called upon to play. It is going to mean that we will be calling upon the library to supply these basic materials that students had been buying in the form of introductory texts. This will mean greater demands than ever before will be placed on the library.

I heartily second the importance of keeping materials current. There is nothing deader than a book in science written five or ten years ago. In that time, the whole point of view of a science may have changed sufficiently to warrant a modification of what a student had learned in earlier courses.

It is necessary there be some kind of screening process for keeping library materials current. The number of volumes is not important, but the fact they are recent is. Size of a library should not be the criterion.

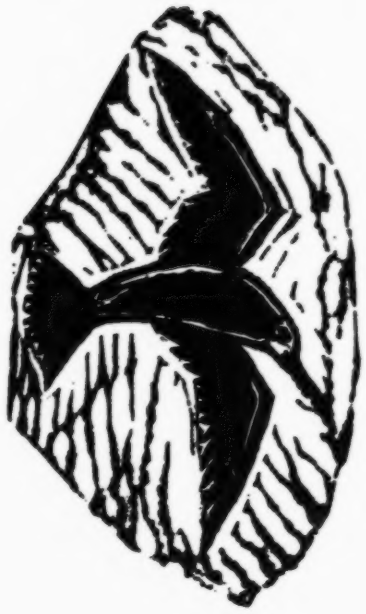
Concern is further reflected in the kinds of journals which are kept on hand for student as well as faculty use. I have found that journals in science tend to become very specialized. Few are designed for beginners; and the terminology is such they lose rather than gain interest and readership.

In talking with the members of the science department, I found a consensus with the art and speech departments. Most said they would like to have some top-notch, brand new reference books, replaced at intervals. These they would like to have on hand in the science building, even though the library is just a half block away. They agree if one is preparing a lecture it is best to have materials right at hand. This does not mean that such materials would not be available to interested students, but such materials would be oriented more toward the needs of the staff rather than the needs of freshmen and sophomore students.

Science instructors find there are some supplemen-

tary services which are helpful. Increasingly we are using audio-visual materials. While we have as yet made no effort to encourage the library to keep duplicate copies of some of the materials in use, we thought it might be valuable if single-concept films were made available for student library use. These may be stored without using much space. Overhead transparancies might be considered for similar use, in addition to review and make-up materials.

In science, library use is at its heaviest for our students after their freshman and sophomore terms. It is the responsibility of the faculty to supply supplementary materials when basic textbooks are used.



Group Discussion

Materials should be organized and classified to enable the student to get an over-all view of the things he can utilize. Such an effort must be initiated by the community college administrators. Our group stressed again that our goal is to prepare a student for a lifetime of study. What do we do to get the student into the library? How does one convey the "value" of the library?

Jean Trubey,
Macomb County Community College

We had a very interesting discussion about the ways and means of bringing the library and various fields of science together. One of the first points to be made by our group was the large number of volumes currently available to libraries has made it almost impossible for the library to do all of the book screening. Screening must develop into a procedure which makes use of both science instructors and librarians, in contrast to past procedures which utilized the services of one and not the other.

The possibility was suggested that tapes, expertly prepared, be used to augment lecture materials, and kept readily available to the library. Certain preliminary teaching materials that have been prepared in this manner at Ball State and Purdue Universities were briefly discussed; however, it was felt to initiate similar procedures would entail considerable expense.

We found there exists some uncertainty as to the amount of preliminary materials that might actually be available. Programming also came into our discussion. We agreed this topic is currently of interest to everyone. We felt much of the programmed material available in the sciences is still rather elementary and doesn't really merit too much consideration apart from its use as a remedial tool.

Our group concurred, and I have found this true in my own college, that we are inclined to rely on the student to buy their own materials. These materials are made available at the bookstore and are not required course materials. They are there for the benefit of the student. We agreed students do benefit from these materials provided, of course, they are willing to spend money for their purchase, and provided the materials selected for them are the best.

Someone pointed out many community colleges actually maintain text materials for student use in their laboratories. But such provision itself doesn't answer the full need. In other words, students sometimes find it necessary to go to the library for supplementary texts.

There is a consensus that the number of volumes available in the sciences is very low in relationship to the total student body; further, in comparison to other fields, science fields do not fair as well by the number of books made available to them. Added to this is the fact many of these science books are clearly outdated. For the reason science knowledge is constantly changing, it is an easy thing to see we face problems which must be solved soon.

The facts seem to indicate that as the student body grows at every community college, the ideal library situation becomes almost impossible to maintain; hence, it is important to establish communication between the librarians and the staff members—communication that will help to keep us in the best shape that we can be in, given these kinds of situations.

One of our group members told us he knows of a college which holds weekly meetings attended by representatives of the various science disciplines and the college librarian. He reports a much closer feeling exists than one might expect to find in the average college arrangement. He stressed that because of the weekly sessions it soon became possible to call upon the librarian to research science materials—text, reference, and audio visual—without relying entirely on staff members to do such research. It would seem, if this college indicates a possible trend, there will be a great deal of pressure placed on libraries to maintain staff members who are directly concerned with individual science fields, and who are placed at pains to know the literature and the materials available. This might be an answer—have someone within the library attend departmental meetings and inform himself of what is going on in the departments. Eventually he will come to have a feel for the kinds of materials most needed in the science area.

Hazel Shaw
Macomb County Community College

Our group began by considering the questions, How can the library contribute to the instructional program of the community college? and, What is the relationship of the faculty in the community college institution and the librarian? Inasmuch as our table was filled mostly with people from Macomb County, the things we discussed were to some extent relevant to their particular problems.

In the course of our consideration of these questions, we realized that the person we were leaving out is the student. This led to a further discussion: What about the student? What can the library do to prepare this student for a lifetime of study? It was about this time that we concluded that the institution is primarily for the benefit of the student body; and, so, we directed our attention to this area.

Our group to some extent discussed the means by which students could be oriented to the library. We touched on the obvious—the ***Reader's Guide***, the catalogs, and other source materials dealing primarily with abstract ideas rather than concrete facts. Someone

suggested our libraries are organized more by forms of materials. Do we, indeed, teach by form instead of by ideas?

We felt materials should be organized and classified to enable the students to get an over-all view of all of the things he can utilize. Such an effort must be initiated by the community college administrators. Our group stressed again our goal is to prepare a student for a lifetime of study.

A question was here raised: What do we do to get the student into the library? Further: How does one convey the "value" of the library? How does one teach the difference between the love of reading and, for instance, the intelligent use of libraries? These questions were lightly dealt with, so I offer them to you for your consideration.

We closed our discussion in agreement that librarians could be free to deal with more students individually—and deal with them in an instructional role in library use—if more time away from routine, at times non-professional duties, were afforded the librarian. This, of course, is the old matter of providing more and better auxiliary help.

June McMullen,
Macomb County Community College

Our group included, rather interestingly, two librarians, three administrators and three faculty members—a rather good cross section of opinion. In taking suggestions from our group, I present the following outline.

We began by suggesting the lack of student use of the library can be blamed on the lack of faculty familiarity with the library. Our participating librarians agreed they could use the help of an informed faculty. They have been introducing their own faculties to the library by conducting tours for them, showing them the new facilities, and providing lists of materials that new faculty members could expect to find there. Further, their efforts were augmented by inviting older faculty members—persons who have taught there before—to drop in once and awhile and have a look around. Humorously one of our group suggested a date be set up and, if that date were not kept, a bit of sarcasm might well be made use of—What's the matter, afraid the shelves will fall down on you for staying away so long?

It was also suggested the library assistant—or, hopefully, the library assistants—visit classes to introduce students (as well as faculty members) to materials available, and how such may be used.

From our discussion it was learned many faculty members simply ignore the community college library. It has been our experience that faculty members themselves direct students elsewhere—to Wayne State, U. of D., the main Detroit Public Library, and so on. This, we felt, came about because materials which should be in the community college are not there. It is an old cycle: when faculty members ignore their own libraries, the librarians are not informed of material short-comings or omissions. Students are directed elsewhere because faculty members are more familiar with other libraries, often libraries worked in during their own graduate study. Many times such instructions to go here, go there—go everywhere but the community college library—result because faculty members just haven't taken the time to become familiar with their own libraries. They just don't know what is there.

It is suggested one faculty member from each department familiarize himself with new material (as well as old) and correlate this material; or, this may be done by subject matter, depending on the size of the department. Compensation for time spent on such projects can be made by reducing teaching load.

One of our panel members—an administrator—pointed out many administrators have not always been sympathetic to library needs. Though, for example, they might supply the college union with a fair amount of money, they weren't too interested in giving money to the library. Quite often the budget and the bureaucratic program of the community college are such the red tape one must cut through to obtain material for the library has prevented many institutions from carrying through with some proposed teaching of research project.

Our discussion shifted to the role of the paperback. We agreed the paperback is good because it brings material to us heretofore available only in limited quantities or not at all. Paperbacks are "bad" from the standpoint they relegate the librarian to being little more than a custodian of books.

Some time was next spent discussing reproducing facilities. Consensus is these are good when they can be utilized for making transparencies. These transparencies, provided the necessary equipment is available, in turn, can be incorporated by the faculty for classroom use.

We closed our discussion with the suggestion that the one task librarians should not take upon themselves is, and I quote, "to weed out books." Such books, if

they merit removal, still can, for various reason, be used by faculty. The only persons qualified to determine when a book is obsolete are those who are professionally trained in the area or areas most representative of the book's subject matter. Evaluation falls within the purview of each department.

Don Pelke
Lansing Community College

Our group agreed most librarians in the technology section have been trained in the liberal arts area of subject orientation, which means they don't know a great deal about the technologies. It follows, then, most of our help must come from the faculty.

We were pragmatic about this and discussed specific ways which the technology faculty could help us to assist students. Someone in our group suggested special lists need to be developed in the technologies. These lists would of necessity have to be short and to the point, for the simple reason they probably wouldn't be valid the day after they were written. Things change that quickly.

It is important to have a faculty liaison person to represent the technology department to the library. This person would have to be someone who could give some direction to developing a collection, someone who would be responsible for weeding out that same collection. We do not feel librarians have the necessary background in the technologies; therefore, it will be with much difficulty that someone is found to fill the liasion position. We felt our best bet would be to select a faculty member, and persuade the administration to free him to the necessary extent from his instructional duties to perform this job.

Faculty is responsible for informing the library of faculty needs and concerns. This means taking into account instructional programs and individual concerns. This latter is of importance, because, even though we don't know how exactly to define individual concerns, we at least can pass along literature that comes across our desks from time to time.

The librarian should be encouraged to attend departmental meetings to discuss progress being made in the library, as well as the use students in each particular department are making of library facilities. We hope that by doing this sor of thing faculty members may be able to provide ideas which will be useful to us.

If it is possible to bring the library and the classroom together as a physical unit, this will be a long stride in the right direction.

Our group discussed a recent conference on community college libraries, sponsored by the American Library Association, and held at Texas A & M. At that conference the suggestion was made that lists of acquisitions should be annotated for faculty members. At Texas A & M each review of a new book is run off in multiple copies and passed out to the appropriate faculty members. This seems to be more meaningful than a mere listing of author, title and call number.

It isn't enough to suggest faculty come to the library to browse the collection. Maybe the administration can "encourage" faculty to show up the week before instruction begins in the fall and take a look at the materials in their particular area. Further, it might be well to have faculty take a look at the circulation record of each of these materials. This would give them some idea of the extent of student use.

Panel Discussion: Planning For The Library In The New Community College

If you are the kind of person who doesn't mind embarking, not knowing where the ship is going to come to port, the kind of person who likes a new challenge every day, the kind of person who can stand up and take the rough knocks in an institution where things are moving rapidly, and frequently not as smooth as possible. . . this is the job for you.

Patricia Knapp,
Wayne State University,
Moderator

Our plan is to give our librarians a chance to respond to the questions, ideas, and criticisms of faculty, librarians, and administrators—with emphasis on the latter. Having shown how faculty and librarians can work together to enhance the effectiveness of the instructional program, we must turn to the administrators to show us how we can administer the college in such a way that faculty-librarian collaboration can occur. May we begin with our guest speaker, Mr. James Pirie of Flint Community Junior College.

James Pirie

Thank you, Mrs. Knapp. I have often been introduced as a librarian in a community college, but strictly speaking, my library is not a community college library. It is a library which serves two colleges, one of which is a community junior college; the other is a four-year college—Flint College of the University of Michigan. We do have a dichotomy, and very often I find such as far as my own thinking is concerned.

To return to the programs which have been introduced to us today: I think sometimes it's quite possible to respond a little too wide-eyed at some of the programs which are being described as "original" or are being inaugurated as such.

In the examples which we heard today, many aspects of these programs have been going on for quite some time in college libraries. Take audio-visual programs. Much of the same thing has transpired which is now being called learning resources. In many cases, these programs are an intensification of much that has gone on before.

I do have a question which I will direct to Mr. Tanis for an answer. I'm curious about what happened to the library student committee and its recommendation for reciprocal borrowing with Wayne State University. This is a tricky problem, not only for the institution requesting but for the institution being requested. It's often a one-way street, in that the larger institution has much more to give than the students ever expect to receive. I wonder how you are handling this?

Norman Tanis,
Librarian,
Henry Ford Community College

You've caught us in midstride. As a matter of fact, we haven't completed this exchange. We haven't made contact with Wayne State yet. Our plan is that the chairman of the student group will submit the group's proposal to me. I'll attach a cover-letter to it and, after clearing both with the officials at our college, send them to Dr. G. Flint Purdy, Wayne State's library director, and see what he has to say. In all probability a meeting will be proposed.

However, I suspect that eventually our proposal will be turned down. The Wayne State library is subjected to pressures from a variety of sources in the greater Detroit area. They are asked to give a great deal more than they ever receive. I doubt seriously whether they can afford to respond as we hope they might. However, if this student committee has made a mistake in its judgment, they have a right to make this mistake.

We do have a close relationship, a reciprocal borrowing arrangement with our near neighbor, the Dearborn Center of the University of Michigan. Our students use their library; their students use our's.

Patricia Knapp

I would like to intervene. I think my friend Norm is not as optimistic as he might be. For example, one of the things which fell through during the plans for this conference was a meeting of the associate director of the Wayne library with the librarians of Wayne County and Oakland County community colleges. We had proposed to develop some kind of cooperative arrangement with the Wayne State library and the community colleges in the area. While this meeting didn't come off, I understand the University was interested. Further, part of the impetus comes from the strong possibility of getting federal support for cooperative programs. Wayne State, I am told, would not only be happy to serve the whole area but hopes for the increase of resources for everybody in the area.

Norman Tanis

Well, Pat, I guess I didn't tell the whole story. I might be a little more optimistic and say that we at Henry Ford do have a cooperative arrangement with Wayne State, in that any one of our students can go and use the collection and take books out, provided they have a letter from me which states we do not have

the resources at our college. And, of course, we have the inter-library load services of Wayne and other universities.

Patricia Knapp

I think we might now focus our attention on the national level. We will hear from George Bailey, executive secretary of the Association of College Research Libraries. Mr. Bailey has some information about national trends and news.

George Bailey

Thank you. I must confess that I've become a junior college librarian within the past two years. This has been with the help of Norman Tanis and a few other active junior college librarians. The encouragement and the example they have shown had its affect—I'm beginning to think of myself as a junior college librarian.

I'm delighted to have been invited to this conference, not so much for what I might pass on to you as a result of my experiences during these years, but from what I have gained from these discussions today. These sessions will help me, I am sure, to answer your letters when you write for information or help for your particular problems. I don't think that I'm too wrong in saying I've collected enough questions and suggestions to last me a month.

I would like to tell those of you who may not be aware of the kind of organization we have at the American Library Association that it has a rather large staff at the national headquarters, a staff of about 170. For purposes of membership, the organization is made up of 13 divisions. Further, we operate according to type of library, for example, research libraries which include all academic libraries. We also operate according to type of activity function: reference or resources, and technical services or library administration. The questions which pertain to a particular type of activity are referred to the pertinent division for answering.

We do receive numerous questions from librarians, administrators and faculty members from across the country. Their questions are seemingly elementary but are loaded with implications. For the reason that I have no first-hand knowledge, no data or statistics to draw upon for answers, I am frequently at a loss to reply to a question like, What is my local situation? In many cases, I can only give such inquirers a possible answer.

One of the more frequently asked questions concerns library deadlines. Usually along about March someone asks, We are opening our junior college this fall; can I have a collection ready by then? Earlier today Mr. Bartlett indicated to me that he had 22,000 volumes on order by August 1. He said his project was carried out for the most part with the cooperation of Alinar. Perhaps a word or two from him would be apropos. I'm curious how the process was carried out, how he worked with the faculty.

Lynn Bartlett,
Librarian,
Oakland Community College

The instructors who came to us July 1, two months before we opened for classes, naturally, did not participate in choosing our basic collection. Their concern was limited to the materials which were to be used with their courses.

As we were building our collection, I went everywhere to make certain we had the basic books. For instance, the head of our nursing program came to us from St. Louis. She was almost entirely responsible for gathering our nursing collection. I did little except copy the St. Louis collection. At this point she is pleased with the collection.

I was told the other day that at our college it is the responsibility of the librarian to maintain the whole library collection. However, the faculty must give assistance in their specific subject areas; they must tell us the kinds of things that they want.

We do not have our full complement of books. However, when one has a short space of time to build two library collections, one has to depend on other resources. In the first place, if I had the money to hire five catalogers, or five librarians, I probably couldn't find the right persons anyway. I'm not sure we will stay with commercial cataloging forever. I suspect we will convert to central cataloging and processing.

George Bailey

Am I correct in assuming that of the 22,000 volumes you had on order a large amount of these could be secured from Alinar?

Lynn Bartlett

There are many sources one may go to for such book lists. Many inquire whether there exists a basic book list for junior colleges. Presently there is no

one basic list which can be recommended. There are some lists available, but I believe I am correct in saying that these are not to be recommended. A list is being compiled under Mr. Pirie's editorship by the American Library Association. No date has been set for publication. As a matter of fact, he hasn't started his compilation yet. I'm sure there will still be junior college libraries being developed to make use of this list when it does become available.

A point to remember is that a librarian, generally, if he has the time (and all too frequently he doesn't) can find many useful resources. For example, a faculty member from a small college in the East wrote to me requesting a list of basic books in psychology. Unfortunately, we don't have such a list. However, I went to Winchell's *Guide to Reference Books*. I recalled a list which I thought I had seen there, a list published by Harvard University in 1954. I found it. It's probably out of date; but the point is that it constitutes a beginning.

There are many sources to which a librarian can go. This, of course, will take time. Again, the librarian needs the help of the faculty. He is not an expert in all of the subject fields, by any means. He has a good basic knowledge so that he can make use of the tools. He can get the help of the experts in the field; for example, the editors of *Choice*. I hope you are all familiar with this publication.

Gathering a collection is a long process. Anyone who has compiled a list of 22,000 books within an eight-month period is putting in a lot of time, and probably has gotten some help.

When I did get the assistance, one of the sources we used, and one which was very informative, was the *Undergraduate Shelf List* from the University of Michigan. We also used the Lemont *Catalog*, although many of the books listed are out of print, and the new campus list—the California list—which, I grant you, is aimed at four-year colleges.

Out of 30,000 titles, we received 8,000, at a cost of $250. We received two IBM cards per title. If we wanted to buy one of these titles, we would send one card to our processor and keep the remaining card for our official order file. This works rapidly. Within five weeks we received these books—for the simple reason that our commercial processor has all 30,000 titles in his warehouse.

George Bailey

If you're using the lists which have been compiled by other institutions for other purposes than the one you have in mind, I think it is important to emphasize that know-how and activity on your part is much better than accepting any list verbatim. Most of us, however, seem happy to lay hands on any list. This, as I'm sure we all realize, is not the answer. The answer lies in the combination of a great deal of activity on the part of the librarian and faculty. If faculty is included from the beginning—asked for additions, deletions, etc.—faculty becomes an active part of the library picture. When such happens, we are approaching a working concept of the library-college. The library becomes not a depository, as it so often is, but a function of the college.

Norman Tanis

I'd like to ask Lynn what might be an unfair question. Lynn, you've gone through this process of building a collection for your library—you've done it rather rapidly—how might one do the job ideally?

Lynn Bartlett

Perhaps the best way is to wait until you reach 49, as I am, or wait until you've been rattling around in this business for 25 years, as I have, and gain experience setting up a number of libraries from scratch. I find lists most useful, not for what they include but—in all seriousness—for what they don't include. I'm not trying to infer that I'm extremely smart. Having worked in a public library for 15 years, there are certain items which, over the years, I have found to be excellent materials, even in areas which I know only peripherally. Thus, when they don't appear on a list, I notice it. I don't think one can get away from experience, training, or the human element. A librarian is not a warehouseman, as some people at Oakland have dubbed us. Norman, I really don't know what the ideal way is.

Norman Tanis

I thought perhaps you could tell us how to avoid some errors which you might have made.

Lynn Bartlett

We have made all kinds. In the first place, one had better have today's orders filed before tomorrow, otherwise, there's the possibility of ending up with. . . How many copies of Gray's *Anatomy?*

James Pirie

I see a hand in the audience.

Question

What is the relationship between Mr. Bartlett's library, located in an area where there is not strong public library support, and the community? Are your facilities available to the community?

Lynn Bartlett

I don't think the problem has arisen yet. But taking the philosophy of our counseling program, I suspect that we feel that one of the great responsibilities in our area is to counsel adults and others not only vocationally but in other ways as well. I'm not toying with the idea of trying to negotiate a public library because there isn't one in the Highland Lakes area. I know that a public library in conjunction with a college library is a proposal frought with difficulty. I'm not really as concerned with the adults as I am with the children.

James Pirie

It seems to me that the question was put in such a way that suggests the problem does not exist in a severer torm in an urban area where there may be a good city library. It does, but in a slightly different way. The Charles Stuart Library in Flint is within three- or four-hundred yards of a very good public library, but we are the object of numerous requests from both high school and college students. These students one would normally expect to find using public library holdings. Just for an example, we had a request the other day from a parochial high school student who wanted information on amino acids. He is entering a science fair in his bio-chemistry division. People do come to college librarians in the urban areas. Believe me, his is not an isolated incident. We find it is a problem here too.

Norman Tanis

I think the question from the gentleman in the audience is a good question, a question which librarians haven't really come to grips with yet. Might I add a relevant point. In the development of the *Higher Education Act of 1964*. and in the testimony which was offered time and again as the *Act* was being prepared, the representatives and senators went on record to the effect that if federal funds were to be used for college libraries, such libraries should be open to the community.

With the proliferation of many different kinds of academic libraries, excellent public libraries, and many other kinds of specialized libraries in an area such as the Detroit metropolitan area, we must work carefully on the problem of how we can cooperate closely and make the best of materals available to the community.

We must consider how we can do this most economically, how we can get the most out of these materials. All libraries have very special problems and come under very special pressures. Public libraries are hit by high school students, extension students, and community college students. The community college library is also hit by demands from the general public and from high schools. We have a common problem here.

Patricia Knapp

Are there further questions? Yes.

Question

Mr. Bartlett, how do you keep your catalog current?

Lynn Bartlett

A first edition of the catalog is being done commercially. We do our own supplements, and cannot afford to do this other than on an every-three-months basis. We plan to do an accumulative edition at the end of the year.

Question

Won't this be unmanageable?

Lynn Bartlett

I don't think so. Although we have no prior experience to indicate an affirmative answer, I suspect that one might do this for five years before a collection reaches an unmanageable proportion. However, it might be well to do as is done with the *National Union Catalog*—have a cutoff date at which point one starts with a new series of years. More than likely, it would be dreadfully expensive.

Question

I noted that the Los Angeles County Public Library is doing this now. As a matter of fact, they have done so for several years now but on an annual basis. This includes their entire collection. There is an "in between" period which is covered by supplements which include those books added to the collection. Are you familiar with this?

Lynn Bartlett

Yes. According to those who know, the real expense of a printed catalog is the punching of cards, not the actual reducing and printing out. For example, the charges I have been quoted for a per title basis for the original edition is $1.05. For duplication of titles we pay a nominal 30¢.

Question

You mentioned earlier that 50 video copies were made of the printed catalog. How many are distributed to your campus? the research laboratories? the library?

Lynn Bartlett

I was thinking out loud without having actually consulted my staff. Miss Casey, at the State Library, for example, needs a copy; Mr. Tanis, one; 10 copies reserved for our library; one for our president and certainly one for myself. The learning resources centers would need at least two, perhaps more. These will be distributed in the laboratory area. This is where I see the real advantage of the printed catalog.

Question

Have you an open-stack system?

Lynn Bartlett

This is a question I can't answer. I'm not sure that inventory systems amount to much.

Question

How far apart are the three campuses?

Lynn Bartlett

The two now built are 15 miles apart. The Orchard Ridge campus will be the same distance.

Question

Isn't there a lot of duplication with three libraries? Why not one central library?

Lynn Bartlett

Since we conduct the same courses at three, four, or five campuses, we require the same basic materials. One can't avoid duplication.

Question

How many librarians are there for each campus?

Lynn Bartlett

Three.

Question

What is your policy on back issues of periodicals?

Lynn Bartlett

All back issues will be made available on microfilm.

Question

What if a biology teacher wants to know just what is available in his field. Can he find out?

Lynn Bartlett

Eventually. Presently, such information is available to the division. At least in the life science area the complete catalog is available.

Patricia Knapp

There is a gentleman in the corner who has been trying to ask a question for some time now. We haven't really been ignoring you, sir. Your question?

Question

In view of the fact that the community college library has a responsibility to the students and the faculty, and that the community college supports its library with funds, what is your feeling about extending the services of the library to those outside of the immediate purview of the community college?

Patricia Knapp

As moderator, I think I'd like to answer that question, if I may. Philosophically, the community college exists to serve the community as well as its own students. We always end up saying we are going to serve everybody. On the other hand, it is true that to the extent to which one library supports a particular function, the other may not get the support it needs. I'm thinking of the high school and college students use of public libraries. Here, teachers give assignments and send students by the thousands into public libraries. This is something that colleges and universities do not have. The public libraries exist

to serve the people, and students are part of the public. Again, so long as the colleges and universities can rely on the public libraries, are they not getting the kind of push needed for better support of public libraries? Don't we sometimes weaken our own case by being very helpful?

Norman Tanis

In areas such as New York, where the pressure is already built up, one cannot walk into any academic library and get any kind of service, unless one has obtained special privileges through purchase or through some other way. This, I'm afraid, is what is going to happen here.

George Bailey

There is an interesting article on this subject in the 50th anniversay issue of *Library Bulletin.* A strong statement was made to the effect that when a person wants something he doesn't care about administration or funds. He cares only about his need. Whatever he needs, he looks for it in the nearest source. If this nearest source is the community college library, the public library, the university library, his first thought is apt to be—Can I secure what I need here?

All of the implications are too complicated to discuss here, but I think the main point to underscore is that one must consider how library materials should circulate to all people. The academic institution frequently restricts the use of the library, for the simple reason that if everyone were allowed to take out books, these books would never be there when needed by the people the library serves. As it is now, too many faculty and students are remarking, I can't find what I want when I want it. Of course, on the other hand, they can't understand why the library should prohibit them from taking out certain materials. We need to make the library available for maximum use to the greatest number of people.

Lynn Bartlett

Is it really any different from the way you do your banking? You can go during certain hours, and there are only certain things you can do. When I was in the public library field, we kept talking about staying open until midnight. I'm not too sure this is the answer.

George Bailey

I'm not too keen about comparing the library to a bank. Banks, it seems to me, do not have the philosophy of service which I admire. As a matter of fact, I hope the day will come when libraries can be open all night so that students may have access to materials any time they want them. There are some of us who are night owls.

The whole theory that libraries should be available to people whenever they want their services is very important. However—and this is where a student library committee can come in—we have to get financial support. We have to convince our administrators of the soundesss of our ideas. So far we haven't had too much success. There are a few libraries which are working toward the goal of staying open all night. The whole philosophy of librarianship is one of books and people, but most importantly one of service.

Patricia Knapp

As moderator, I have taken the liberty of inviting to our panel a person who is very knowledgeable in community college librarianship and community college career opportunities. For those of you who do not know her, may I introduce Mary Ann Hanna, school library specialist at the State library.

Mary Ann Hanna

Thank you. I've been listening to this very interesting discussion and, woman that I am, I was hoping I might get a word in edgewise. Last winter we realized that we were getting requests at the State library from librarians in Michigan community colleges which indicated their library collections were not as adequate as they might be. As a result, we initiated some meetings to discuss these problems. We asked those who had made the requests to come and discuss their problems. We wanted to know the kinds of things we might do for them as the central State agency. From these meetings the idea evolved that there existed the definite need for a survey. We worked on this by ourselves for awhile, then the Nelson Associates took over and made a formal survey. Their survey takes into account many things about community colleges, as you heard earlier today. I want to say a few things about staff.

There is a staff shortage. This is not new information to you. Some of the things that Mr. Nelson discovered will, however, clarify the nature of these shortages. The Nelson Associates employed those standards adopted by junior and community colleges, and set by the American Library Association. These standards require two professional librarians and one non-

professional librarian for every 500 students.

We found that there are eight colleges in Michigan which come above this minimum standard and about 10 which fall below. Fifty per cent of the community colleges had a professional library staff that was critically short measured to the ALA standard. There are many community colleges which have only one professional on their staff. If one thinks of the number of hours these libraries are open, one has the number of hours students and faculty are being served by non-professional staff.

Prior to this panel, I had a discussion with Norm Tanis, and since he's sitting next to me and has indicated that he, too, would like to get in one or two words at this point, I'll pass to him.

Norman Tanis

I don't mean to hurry you up; it's just that my train of thought was started down the track by something you said, and I wanted comment before that train gets out of sight. I want to make two points. First: there is a tremendous need for junior college librarians throughout the country. Last year 47 new community colleges were established in the United States. For each new college this means at least two librarians are required, and in some cases three or four. The ALA also took an inventory of community college need for librarians throughout the country. I feel their final statistics for personnel are too modest. Their statistic is that 1,100 junior college librarians were required in 1962 and 1963.

The distinguishing problem about the junior college library and its need for personnel is to be found in the nature of the junior college. The junior college is a rapidly growing sector of higher education. It is an innovating sector. It requires a very flexible kind of person. The very best kind of people available to the library world today are none too good for the junior college library. So much for the need.

Second: the pleasure connected with being such a librarian. I have not yet seen a job which looks more attractive than the one I have now. If you are the kind of person who doesn't mind embarking, not knowing where the ship is going to come to port, the kind of person who likes a new challenge every day, the kind of person who can stand up and take the rough knocks in an institution where things are moving rapidly, and frequently not as smoothly as possible—the kind of person who enjoys working with young people, who in some cases are disadvantaged, or in other cases come from a local community with a slightly parochial point of view—this is the job for you. If you meet some of these characteristics you are going to be very happy in this field. If you are strongly attracted toward the Harvard type, this is no place for you.

Patricia Knapp

I mentioned earlier that the emphasis of this panel discussion would be focused on the role of the administrator. We are somewhat far afield, although the discussion has been worthwhile. Let me call now on Karl Jacobs, administrator at Flint Community Junior College.

Karl Jacobs

I was asked to give an administrative perspective on the problems of the junior college library. I feel some what in the position of the young man who dreams of the ideal mate. I would like to dream the ideal librarian. I fully realize one can't find this sort of individual, and if one could, wouldn't be able to live with him. The ideal librarian should be flexibile, have superb administrative ability, should present a very dynamic image—preferably trained in either a discipline or a technical area—have some experience as a faculty member trained in competencies that are required in a community college.

Personally, I would like a person who has some technical proficiency in cataloging, who is a governments documents specialist, who has a marvelous personality to work with young people, who is an innovator, extremely creative—a person who has a pulse for the faculty, who has the ability to get money from reluctant administrators, etc. I think we could all add to this list.

Part of the difficulties in defining career opportunities is that I am not sure we have determined for ourselves just where the librarian fits into the community college. I am glad I don't have the responsibility for describing the job to future candidates.

It is certainly true that the functions of the librarian as we understood them 30 years ago no longer apply today. We are trying to attract a more dynamic person. We aren't quite sure what we will do when we find that person. This involves us in a number of broader problems in terms of supporting faculty. I say this most respectfully to the librarians because they see themselves as instructional. I will concede the point, but I don't think we have learned to effectively use supporting faculty in terms of their relationship to teaching faculty.

Another broad problem is that we are having difficulty recruiting competent people across the board. Librarians are just one of a great many people we need in the community college. I am interested in the Nelson report because it infers institutions have not made an open commitment to libraries. The recommendation of the Nelson report is states should directly subsidize building for libraries. It is almost an admission that institutions have demonstrated an inability and, probably more so, an unwillingness to support libraries. In many cases, we are dealing with demoralized libraries—libraries in which the function isn't defined in terms of the librarian or fitted into the broader picture of career opportunities. This makes it difficult to attract people.

Mary Ann Hanna

I am interested in your comment that we haven't defined the place of the librarian in the community college picture. The survey brought out the status of these librarians with respect to faculty. Many Michigan community colleges have been part of the local board of education system that goes from kindergarten to 14 years. Many of their librarians have come up through the system, especially from the high schools. This is changing. The colleges are at least supported by the county. Perhaps this will affect the kinds of librarians as well. I remember when I moved from a high school to a university librarian, I didn't know what the arguing about faculty status was all about. In a high school the librarian is part of a total group serving the students. The Nelson survey brought out that faculty status seems to be most important from the point of view of the college librarians. In the survey, it was found almost everybody has faculty status, sometimes the whole professional staff and, at other times, just the head librarian. This is at least a start to creating the equal status of librarians to faculty. Both are coming to the light that they can work better together.

Suggested Reading Materials

DIFFUSION OF INNOVATIONS AND PLANNED CHANGE

Audio-Visual Instruction (periodical). V. 10, No. 8 (June-July, 1965). Contains 1965 convention report on education change and the media specialist.

Bennis, Warren G. [et al]. ***The Planning of Change***, New York; Holt, 1961.

Bloom, Benjamin. ***Stability and Change in Human Characteristics.*** New York: Wiley, 1964.

Corey, Stephen M. ***Helping Other People Change.*** Columbus, Ohio: Ohio State University Press, 1963.

Education Records Bureau. ***Innovation and Experiment in Modern Education.*** Washington: American Council on Education, 1965.

Ellul, Jacques. ***The Technological Society.*** New York: Knopf, 1964.

Gallup, George. ***The Miracle Ahead.*** New York: Harper & Row, 1964.

Gardner, John. ***Self Renewal***, New York: Harper & Row, 1964.

Lippitt, Ronald [er al]. ***Planned Change.*** New York: Harcourt Brace, 1958.

Miles, Matthew. ***Innovation in Education.*** New York: Columbia University, Teachers College, 1964.

Ohio State University, School of Education. ***SEC Newsletter of the Conference on Strategies for Educational Change.*** V. 1, No. 1, Sept. 1965-date. Ten newsletters are planned in connection with the "Conference on Strategies for Educational Change" sponsored jointly by the U.S. Office of Education, OSU held in Washington November 8-10, 1965. Write to Virgil E. Blanke, School of Education, Arps Hall, Ohio State University, Columbus, Ohio.

Rogers, Everett M. ***Diffusion of Innovations.*** New York: Free Press of Glencoe, 1962.

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Within many disciplines and segments of our society there is a growing interest in the diffusion of innovations and the planning of change. The list of titles above is by no means definitive. It was prepared to launch conference attendees into this field.

Current periodical indexes carry an increasing number of articles pertinent to the field of education. Among the subject headings used in the indexes are: Change; Social Changes; Technical Innovations; Innovations: Attitude Changes; Cultural Changes.

CONFERENCE MATERIALS AVAILABLE

FILMS

Henry Ford Community College Library and Instruction.

A 25-minute film, available to interested community colleges, librarians, faculty, and administrators. Contact: Norman Tanis, Henry Ford Community College, 5101 Evergreen Road, Dearborn, Michigan 48121.

Oakland Community College Library Story

A 30-minute film; contact: Lynn Bartlett, Librarian, Oakland Community College, 2480 Updyke, Bloomfield Hills, Michigan.

VIDEO TAPE

Richard C. Richardson's conference speech is available on video tape (Ampex VR 660; time: 60 minutes). Contact: Miss Nancy Denovan, Traffic Manager, Mass Communications Division, Wayne State University, 5035 Woodward Avenue, Detroit, Michigan. Request video tape number TV 12H-42.

THE NELSON ASSOCIATES REPORT

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